GOING STEADY AMONG EIGHTH-, TENTH- AND TWELFTH-GRADE YOUTH

by

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There were two main objectives in this study: the present dating classification of eighth-, tenth-, and twelfth-grade students was described; four selected aspects of going-steady behavior were studied: age at which persons first went steady, age difference of persons who went steady, length of time each going-steady relationship lasted, and number of times persons had gone steady. Each aspect of going steady was analyzed by sex, grade in school, father's occupational class, and educational aspirations of subjects.

Of the 372 subjects, 120 were eighth-graders, 164 were tenth-graders, and 88 were in the twelfth grade. Ages ranged from 13 to 20 and most of the subjects were living with both parents. When classified according to fathers' occupations, the majority of eighth- and twelfth-graders were in Class II (the upper categories of the Bureau of Census) while the majority of tenth-graders were in Class I, the lower of the two classes.

A questionnaire was constructed, pre-tested, and revised. It was administered to the subjects by guidance counselors and principals in the two schools which had been designated by the Superintendent of City Schools in Greensboro, North Carolina.

Eighth-grade males and females were typically "not dating at all," while both sexes in the tenth and twelfth grades were mostly "playing the field." There was little variation in modal dating classification by either occupational class of fathers or subjects' educational aspirations.

Percentages at each grade level who were going steady ranged from 6

to 26. Larger percentages of males than females were going steady. When the categories, "going steady" and "dating only one person steadily" were combined, the largest percentage of either sex at any grade level was 40, and usually the percentage was about 25-30. Typically, larger percentages of males in Class II than Class I and larger percentages of females in Class I than Class II were going steady or steadily.

Mean ages at which subjects first went steady were usually about 13 years. As grade in school increased, the age of first going steady increased; therefore, it was concluded that these eighth graders were going steady earlier than eighth graders of four or five years ago. Fathers' occupational classification and educational aspiration level varied inversely with age of first going steady.

As grade in school increased, there was a greater age difference between subjects and their steadies. Age differences were greater for girls than for boys. Both sexes in Class I had greater age differences than those of Class II.

Mean duration of going-steady relationships increased as grade in school increased and ranged from about five months in the eighth grade to eight or more months in grade twelve. Males in Class I and females in Class II had longer mean durations for going steady than males and females in Classes II and I, respectively.

When analyzed by sex, age, fathers' occupations, and educational aspiration of subjects, there was little difference in the mean number of times subjects had gone steady. The most frequent means were around 2.5.

It was concluded that smaller percentages of youth were going steady than may be popularly believed. When youth go steady, they do so for a few months and then change steadies so that they do become acquainted with a number of different dating partners.

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CHAPTER I

THE RESEARCH PROBLEM

Much popular literature exists regarding the practice of going steady. The following quote is representative of such literature:

> Young people who begin dating before they are even in high school find themselves going steady at a time when marriage is totally out of the question. They are not exactly friends and not exactly lovers. Often they have nothing in common at all except the fact that they happened to dance together at a fifth grade party and have been paired off in the minds of their friends ever since. They may be bored to death with each other except during the periods when they are engaged in the pasttime which has been known to various generations as petting, necking, or making out (Life, 1961, p. 124).

Similar statements may be found in magazines such as Madamoiselle (Moss, 1963) and Ladies Home Journal (Coe, 1959).

Although providing no supporting data, Kaback and Albrecht (1955, p. 36) quoted teenagers who gave the following reasons for going steady: "the whole gang is doing it. I don't want to be left out." "Well, this way I know I always have a date." "I like my steady - we have a lot in common."

Christensen (1958) expressed the opinion that going steady is the "style" today. "The insecurities of modern times may cause teenagers to turn more to steady dating and then to marriage so as to have something to cling to" (p. 309).

A search of literature revealed that comparatively little research has

been done on the topic of going steady. Additionally, the subjects of the research were usually college students or high school seniors. In both cases the subjects were asked to recall from several years past what had been their experience regarding going steady. In order to reduce retrospective bias, the present study used subjects from the eighth, tenth, and twelfth grades in school. Focus of the study was on selected aspects of going steady as they varied with age, sex, father's occupational class, and educational aspiration.

Related Literature

Going Steady as a Pattern of Dating

Schnepp (1960) made a nationwide survey which included 14,552 predominantly Catholic teenagers ranging in age from 14 to 18 years. When ignoring those who had gone steady for as long as 17 months, the number of teenagers going steady varied inversely with the number of months that these teenagers had gone steady. The 2,583 young people who had gone steady were divided into categories of four-month intervals according to the length of time they had gone steady. Slightly over 34% reported that they had gone steady 5-8 months; 14.9% reported 9-12 months of going steady; 7.3% reported going steady 13-16 months and 16.6% had gone steady for 17 months or more; 6.2% failed to provide information about the length of time they had gone steady.

Having administered questionnaires to 294 high school seniors, Cameron and Kenkel (1960) found that 20% of the girls and 8% of the boys had had five or

more steadies. Duration of steady dating varied from less than one week to over two years. "Six per cent of the girls and 2% of the boys had gone steady eight times or more. Ten per cent of both sexes had gone steady for less than a week; 11% of the girls and 6% of the boys reported a going-steady relationship of over two years. . ." (p. 75).

Herman (1955) studied 193 University of Wisconsin undergraduates and found that 77.2% of them had gone steady with at least one person. These students reported that going steady was engaged in by the most popular students. Herman concluded that going steady was worthy of more attention than it had received from professionally trained researchers.

After studying the dating patterns of 288 boys and 286 girls, Landis (1960, p. 267) reported that, whether going steady or playing the field, subjects of both sexes said that their present pattern of dating was more interesting than any other pattern. Over three-fourths of the teenagers said that the practice of going steady should not be reserved for those seeking a marriage partner.

Heiss (1960, p. 160) surveyed a sample of 1,000 students from six Connecticut high schools. In response to the questions, "Have you ever had a private agreement with any of your steadies that you would some day get married?" 9.6% of the 478 boys and 23.2% of the 522 girls indicated that they had actually committed themselves to marriage through private or public announcement.

Riemer (1961) made the following observation concerning going steady:

> Considering the parents, generation problems are frequently encountered. The young people are always in favor of going steady, but their parents may want them to play the field because they want their children to have experiences before getting married . . . . They do not realize that the courtship situation is somewhat different today. It happens often, as we shall see, that the young people go steady with more than one member of the opposite sex. It may be the only way to get a date at all. Instead of enriching, the parents may, indeed, impoverish their children's experiences with the opposite sex if they insist that the children play the field (p. 424).

Having reviewed the literature in the field, Peisner (1961) drew the following generalizations concerning going steady:

> 1) going steady seems to be the way today's teens prefer to date; 2) going steady involves much variation both in frequency and duration of experience; 3) going steady occurs at an earlier age than during the 1930's; 4) going steady may mean that a couple is seriously considering marriage, or it may be no more marriage-oriented than random dating. It can have many meanings; 5) steady dating is not the same thing as early dating, which is related to early marriage (p. 193).

Age as a Variable in Going Steady

The subjects in Herman's study (1955) at the University of Wisconsin recalled that they had rarely dated during their freshman and sophomore years of high school and that going steady was the most popular pattern of dating during their junior and senior years of high school.

Schnepp (1960) found that age and the practice of going steady varied directly; 26.4% of the twelfth graders reported going steady at the time of the study while only 10% of the ninth graders were going steady. Older subjects went steady for longer periods of time than did younger subjects. "Whereas almost half (46.8%) of the ninth graders have been going steady four months or less, the corresponding figure for the twelfth graders is 26.9%" (p. 241).

Investigating dating practices in high schools of three cities, Lowrie (1961) found that the younger the respondents were when they began to date, the longer the delay in their beginning to go steady. "Thus for boys of 17 . . . the delay decreases regularly from 2.5 years when dating started at 12 or younger to 0.4 when dating began at 16 or older" (p. 289).

Sex as a Variable in Going Steady

In Cameron and Kenkel's study (1960) of high school seniors, 82% of the girls and 71% of the boys had gone steady at one time or another. At the time of the study, 38% of the girls and 43% of the boys were going steady.

Schnepp (1960) found a significant difference as to duration of steady dating between girls and boys. Of those in the twelfth grade who reported going steady, 26.6% of the girls had gone steady 17 months or longer, whereas only 13.6% of the boys had gone steady 17 months or longer.

According to Landis (1960, p. 266), the typical high school girl begins dating about two years younger than the typical high school boy.

Class and Aspiration as Variables in Going Steady

Although making no class distinction in his study, Herman (1955) hypothesized that going steady was marriage oriented for lower-class high school students who did not plan to continue formal education. Since nearly two-thirds of the subjects in his study reported having gone steady more than once, he concluded that for college-oriented students, going steady was a dalliance

relationship, that is, it was not specifically marriage oriented.

Burchinal (1959 a) interviewed 60 girls who had married before graduation from high school and 60 unmarried girls. Those marrying before graduating from high school had started dating sooner, had begun going steady earlier, and had gone steady more often than those who had not married before graduation from high school. The majority of the girls who had married early were of a low socio-economic status as rated by parents' occupations and education of parents.

Moss and Gingles (1959, p. 377) made a study similar to Burchinal's study of married and unmarried high school girls. Twice as many unmarried as married girls had definite college plans.

Heiss (1960) predicted that larger proportions of lower class youth who were going steady would progress toward marriage than would those of a higher class. Findings were in the predicted direction, but failed to obtain statistical significance.

Statement of Objectives

Considering the literature reviewed, it seemed important to distinguish between the cumulative experience that adolescents have in going steady and the classification of their present dating. If one used cumulative experience as an index of the extensiveness of going steady as a pattern of dating, it could be concluded that by the senior year of high school about 70-80% had gone steady at least once (Herman, 1955; Cameron and Kenkel, 1960). If, on the other hand,

one considered present dating classification as an index of the extensiveness of going steady, a much lower figure of about 25-40% has been reported even for seniors in high school (Schnepp, 1960; Cameron and Kenkel, 1960). The two factors and the scarcity of empirical data make apparent the need for more research and for more specific data on the practice of going steady. Therefore, the present study had the following objectives:

1. To describe the present dating classification for eighth-, tenth-, and twelfth-grade students.
2. To analyze data on selected aspects of going-steady behavior by sex, grade in school, fathers' occupation and educational aspirations of subjects. Four specific aspects of going steady were considered:
   a. mean age at which persons of each sex first went steady
   b. mean age difference of persons who went steady
   c. mean length of time each going-steady relationship lasted
   d. mean number of times persons had gone steady.

Summary

Although much literature was found on the topic of going-steady, little was supported by research. Usually the research was based on recall information of college students. Research showed that, about 75% of the subjects by the senior year had gone steady at least once. When present dating classification was considered, the percentage who went steady reduced to 25-40%. The percentage going steady varied directly with age and ranged from about 20 for ninth graders to about 25 for twelfth graders. Older subjects went steady for longer periods of time than younger subjects. Lowrie (1961) reported that the younger the subjects were when they began dating, the older they tended to be

when they began going steady. Sex differences were reported; girls tended to have gone steady for longer periods of time than boys. Cameron and Kenkel (1960) found that larger percentages of girls than boys had gone steady but smaller percentages of girls than boys were at present going steady. Some findings suggested that lower class or non-college oriented youth went steady earlier, more often and married earlier.

CHAPTER II

PROCEDURES

Data Collection

Questionnaire

Data were collected as a part of a larger study by an anonymous questionnaire which was constructed by the writer and her advisor. The portion used in the present study is shown in Appendix A. A pretest was conducted among students who were not in the schools which were used in the final data collection. The questionnaire was changed to clarify wording, to omit a question pertaining to race, and to shorten the time required for its completion. Each subject was requested to list his sex and age, and to indicate with whom he lived. Each subject was asked to describe his father's occupation so that subjects' replies could be analyzed by class. Educational aspirations of the subjects were determined by asking subjects to indicate how far they would like to go in school. Remaining questions concerned the present dating classification of the participants and their experience relative to going steady. For each time a subject had gone steady, he was asked to list his own age at the time, the age of his steady at the time, and the number of months the going-steady relationship had lasted.

Selection of Subjects and Administration of Questionnaire

Subjects for the present study came from an eighth grade of one of the junior high schools and from tenth and twelfth grades of a senior high school by permission of the Superintendent of Greensboro City Schools.

It proved impossible to draw a sample without disrupting class routines. The superintendent was asked to indicate schools where a variety of economic classes were represented. Once the schools were indicated, the principals and guidance counselors volunteered to administer the questionnaires to subjects who would appear to represent the student body of the grades selected. Data were gathered while students were in home rooms or in study halls which met at several different hours of the day.

Description of Subjects

There was a total of 362 subjects; ages ranged from 13 to 20 years, excepting one senior, a 28-year old woman, who indicated that she had returned to finish school. In the eighth grade there were 64 males and 56 females with a mean age of 13.9 years for each sex. In the tenth grade there were 66 males with a mean age of 16.6 years and 88 females with a mean age of 16.1 years. Of the twelfth grade subjects, there were 53 males with a mean age of 17.0 years and 35 females with a mean age of 18.2 years.

There were 93%, 80% and 79% of the eighth-, tenth-, and twelfth-grade males, respectively, who reported living with both parents. Percentages of

females who reported living with both parents were 82, 82, and 63 in the eighth, tenth, and twelfth grades respectively. The remaining subjects came from broken homes and typically were living with their mothers.

When classified according to father's occupation, the majority of eighth and twelfth graders were in Class II while the majority of tenth graders were in Class I (see below for description of classes).

If age or sex were omitted, a questionnaire was considered unusable. Because of incomplete information, it was necessary to eliminate ten of the 130 questionnaires turned in by eighth graders; six of the 160 questionnaires turned in by the tenth graders; and four of the 92 questionnaires turned in by twelfth grade students.

In summary, subjects came from several classes and, for the most part, lived with both of their parents.

Data Analysis

Coding of Fathers' Occupations

From descriptions which subjects gave of their father's occupations, classification was made according to occupational categories used by the Bureau of the Census (1960 Statistical Abstract). Responses were then punched on machine cards.

Present Dating Classification

Percentage distributions were computed for present dating classification of subjects. In order to analyze data by occupational class of the father, two classes of occupations were made. Class I included craftsmen, foremen, and kindred workers; operatives and kindred workers; private household workers; and service workers, except private household. Class II included professional, technical, and kindred workers; managers, officials, and proprietors, excluding farm; clerical and kindred workers; and sales workers. Three groupings of educational aspiration were made: Group I included subjects who desired a high school education or less; Group II included those who wished to have some sort of training beyond high school other than college; and Group III included those who aspired to a college education.

Age Subjects First Went Steady

Means were computed for each sex by grade in school, fathers' occupational class, and educational aspiration.

Age Difference of Subjects and Their Steadies

Age differences between subjects and their steadies were computed for each time a subject reported going steady. A simple mean was computed for each person. Simple means were used to compute the mean age of each sex by grade in school, fathers' occupational class and educational aspiration.

Duration of Going Steady

The length of each going-steady relationship of each subject was cumulated in weeks and a mean was computed for each subject. The individual means were used to compute the mean age of each sex by grade in school, fathers' occupational class, and educational aspiration.

Number of Times Gone Steady

Means were computed for the number of times each sex had gone steady by grade in school, fathers' occupational class, and educational aspiration.

Summary

Data were gathered by a questionnaire which was administered to 320 youth from eighth, tenth and twelfth grades of city schools in Greensboro, North Carolina. Data were analyzed by percentage distribution and comparisons were made by age, grade in school, sex, fathers' occupation (class) and educational aspiration of the subjects.

CHAPTER III

FINDINGS AND DISCUSSION

Present Dating Classification of Subjects

Modal Dating Classification

Results in Table 1 indicate modal response categories of subjects by sex and grade in school. The largest number of eighth-grade males was "not dating at all," while for tenth- and twelfth-grade males, the modal response category was "playing the field." There were about 51%, 47% and 40% respectively.

The modal response categories for girls was identical to those for boys of the same grade in school with 57% of the eighth-grade girls "not dating at all"; 38% of both the tenth- and twelfth-grade girls were "playing the field."

As seen in Table 2, when subjects were classified by fathers' occupation, the category "not dating at all," had the largest percentage of eighth-grade males and females of both classes. For tenth graders the modal dating category was "playing the field." An exception was Class I males where the majority were not dating at all. In the twelfth-grade the modal category for Class I males was "going steady" while for Class II the modal category was "playing the field." There was an equal percentage of females in Class I of the

Table 1

Percentage[a] Distribution of Dating Classification by Sex and Grade in School

Sex and Grade in School		Dating Classification[b]						
Males	N	1	2	3	4	5	6	7
8	63	50.8	22.3	6.4	14.3	0.0	1.6	3.2
10	60	36.7	46.6	6.7	8.3	0.0	0.0	0.0
12	50	6.0	40.0	14.0	26.0	4.0	2.0	6.0
Females								
8	51	56.9	19.6	9.8	11.8	0.0	0.0	2.0
10	76	22.4	38.2	11.9	21.0	3.9	0.0	2.6
12	32	9.4	37.5	21.9	6.3	12.5	6.3	3.1

[a]No responses by subjects accounted for percentages totalling less than 100.
[b]Dating Classification was as follows: 1) Not dating at all; 2)"Playing the field;" that is, dating, but dates are not limited to any one person; 3) Dating only one person steadily, but not officially going steady; 4) Officially going steady; 5) Engaged and planning to marry; 6) Married; 7) Other.

Table 2

Percentage[a] Distribution of Dating Classification by Sex, Grade in School, and Fathers' Occupational Class

Sex and Grade in School	Dating Classification[b]															
	Class I[c]								Class II[c]							
	1	2	3	4	5	6	7	N	1	2	3	4	5	6	7	N
Males																
8	73.3	20.0	6.7	0.0	0.0	0.0	0.0	15	43.8	22.9	6.3	18.8	0.0	2.1	4.2	48
10	51.6	35.5	3.2	9.7	0.0	0.0	0.0	31	20.7	58.6	10.3	6.9	0.0	0.0	0.0	29
12	4.8	33.3	4.8	38.1	9.5	0.0	4.8	21	6.9	44.8	20.7	17.2	0.0	3.4	6.9	29
Females																
8	66.7	25.0	8.3	0.0	0.0	0.0	0.0	12	53.8	17.9	10.3	15.4	0.0	0.0	2.6	39
10	28.2	33.3	10.3	20.5	7.7	0.0	0.0	39	16.2	43.2	13.5	21.6	0.0	0.0	5.4	37
12	14.3	21.4	14.3	14.3	21.4	7.1	7.1	14	5.6	50.0	27.8	0.0	5.6	5.6	0.0	18

[a]No responses by subjects accounted for percentages totalling less than 100.

[b]Dating Classification was as follows: 1) Not dating at all; 2) "Playing the field;" that is, dating, but dates are not limited to any one person; 3) Dating only one person steadily, but not officially going steady; 4) Officially going steady; 5) Engaged and planning to marry; 6) Married; 7) Other.

[c]Fathers' Occupations were grouped into two classes as follows: Class I included the following classifications: craftsmen, foremen and kindred workers; operatives and kindred workers; private household workers; and service workers, except private household. Class II included the following classifications: professional, technical, and kindred workers; managers, officials, and proprietors, excluding farm; clerical and kindred workers; and sales workers. Class I contained subjects whose fathers' occupational class was lower while Class II contained subjects whose fathers' occupational class was higher.

twelfth grade, who were "playing the field" and who were "engaged"; whereas twelfth-grade females in Class II were typically "playing the field." As may be seen in Table 2, dating classification numbers in various cells were frequently small.

Because of the small numbers in cells, it could have been misleading to analyze dating classifications by educational aspiration. Inspection of Table 3 suggests a great variation in dating classification with no detectable over-all patterning.

Dating Classification Other Than Going Steady

Although not actually a category of dating, it should be noted that two males and two females were married. One married male was in the eighth grade and one was in the twelfth-grade; both married females were in the twelfth-grade.

Table 1 shows that none of the eighth-grade or tenth-grade males were engaged, while 4% of the twelfth-grade males indicated that they were engaged. None of the eighth-grade girls, 4% of the tenth-grade girls and 13% of the twelfth-grade girls were engaged.

Variations in Going Steady by Grade in School and Sex

Table 1 shows that the percentage of boys who were "officially going steady" varied from 14% in the eighth grade to 8% in the tenth grade and 26% in the twelfth grade. For girls, the percentages "officially going steady" were 12%,

Table 3

Percentage[a] Distribution of Dating Classification
by Sex, Grade in School, and Educational Aspiration

Sex and Grade	Group I[b] Dating Classification[c]								Group II[b] Dating Classification[c]								Group III[b] Dating Classification[c]							
	1	2	3	4	5	6	7	N	1	2	3	4	5	6	7	N	1	2	3	4	5	6	7	N
Males																								
8	0	0	0	0	0	0		4	67	33	0	0	0	0	0	6	51	20	6	17	0	11	13	53
10	22	44	0	0	0	0		9	40	27	0	33	0	0	0	15	39	47	11	0	0	0	0	36
12	25	0	25	25	0	0		4	0	25	13	50	12	0	0	8	3	47	13	21	3	3	8	38
Females																								
8	0	100	0	0	0	0		1	67	0	33	0	0	0	0	3	57	19	9	13	0	0	2	47
10	31	6	6	25	12	0		16	18	36	14	23	5	0	4	22	21	47	11	18	0	0	3	38
12	0	33	0	0	67	0		3	17	8	25	8	17	17	8	12	6	59	24	6	0	6	0	17

[a]No responses by subjects accounted for percentages totalling less than 100.

[b]Three groups were made for Educational Aspiration. Group I included those who desired a high school education or less. Group II included those who wished to have some sort of training, other than college, beyond high school. Group III included those who aspired to a college education.

[c]Dating classification was as follows: 1) Not dating at all; 2) "Playing the field;" that is, dating, but dates are not limited to any one person; 3) Dating only one person steadily, but not officially going steady; 4) Officially going steady; 5) Engaged and planning to marry; 6) Married; 7) Other.

21%, and 6% in the eighth, tenth, and twelfth grades, respectively.

Combination of the category "dating only one person steadily, but not officially going steady," with the "officially going steady" resulted in percentages of 21, 15, and 40, respectively, for eighth-, tenth-, and twelfth-grade males; comparable figures for females at these grade levels were 22%, 33% and 28%.

Discussion

In view of research reports that males usually begin dating later than females, (Landis, 1960; Schnepp, 1960) it was surprising to find that comparisons by grade in school revealed that, excepting the tenth grade, a larger percentage of boys than girls were dating.

Since the modal dating category for Class II males and females in the twelfth grade was "playing the field," while for Class I males "going steady" was the modal category, and assuming that going steady represents greater progress toward marriage than does playing the field, it would appear that lower-class youth were more marriage-oriented than were higher-class youth. This conclusion is in accord with Burchinal's finding (1959) that the majority of those who marry early are of a low socio-economic status and supports Herman's hypothesis (1955) that going steady was marriage-oriented for lower-class, high school students. In the present study, an equal percentage of twelfth-grade, Class II females were playing the field as were engaged. The patterning agrees with the generalization about marriage orientation.

It should be noted that, for the present study, "going steady" was not

nearly so frequent a category of dating as is implied by popular literature (Havemann, 1961; Spicer, 1959; Moss, 1963). Table 1 shows that the percentages were usually 30 or below. Even when the categories, "going steadily" and "going steady" were combined, no more than 40% of either sex at any grade level was included. One gets a much different picture about the extensiveness of going steady when data indicating cumulative experience in going steady are considered rather than when reference is made to data showing present dating classification of subjects.

Variation in Going Steady and Steadily by Occupational Class of Father

Table 4 shows 25%, 17% and 38% of the males whose fathers' occupations were grouped into Class II, for the eighth-, tenth-, and twelfth-grades respectively, were going steady or steadily. For males whose fathers' occupations were grouped into Class I, the percentages were 7, 13 and 43 respectively, for the eighth-, tenth-, and twelfth-grades, respectively.

For females whose fathers' occupations were grouped into Class II, the percentages going steady or steadily in the eighth, tenth, and twelfth grades were 26, 35, and 28, respectively; while for Class I, the percentages going steady were 8, 31, and 27 in grades eight, ten and twelve respectively.

Variation in Going Steady and Steadily by Educational Aspiration

As explained previously, the numbers in cells classified according to educational aspiration were small and a description comparing percentages

Table 4

Percentages[a] Going Steady and Steadily by Sex, Grade in School, Occupational Class of Father and Educational Aspirations

Sex and Grade	Fathers' Occupational Class[b]				Educational Aspiration[c]					
Males	I		II		I		II		III	
	N	%	N	%	N	%	N	%	N	%
8	15	6.7	48	25.1	4	0.0	6	0.0	53	22.7
10	31	12.9	29	17.2	9	0.0	15	33.3	36	11.1
12	21	42.9	29	37.9	4	50.0	8	62.5	38	34.3
Females										
8	12	8.3	39	25.7	1	0.0	3	33.3	47	21.3
10	39	30.8	37	35.1	16	31.3	22	36.3	38	28.9
12	14	28.6	18	27.8	3	0.0	12	33.3	17	29.4

[a]No responses by subjects accounted for percentages totalling less than 100.

[b]Class one is lower than Class II; see Table 2.

[c]Group I is the lowest; see Table 3.

would have been misleading. As noted before, no pattern seemed to emerge.

Discussion

Eighth- and tenth-grade subjects of both sexes in Class II were going steady or steadily in larger percentages than in Class I. The percentage relationship was reversed for twelfth-grade males, while for females there were virtually no class differences. There was a large difference in the per cent going steady in tenth and twelfth grades. The difference was about four-fold for Class I and two-fold for Class II youth. The data might indicate that Class I youth were moving more decidedly toward marriage than were Class II youth. With the various interpretations of the meaning of going steady, this interpretation might be erroneous. Excepting senior boys when class comparisons were made, there were larger percentages who were not dating in Class I than in Class II.

Mean Ages at Which Subjects First Went Steady

Variation by Sex, Grade in School and Occupational Class of Father

The mean ages at which the subjects first went steady ranged from 10.3 years for eighth-grade females in Class II to 15.3 years for twelfth-grade males in Class I. Except for eighth-grade males whose mean ages were the same in both classes, there was a tendency for subjects in Class II to begin going steady at an earlier age than subjects in Class I. As seen in Table 5 the mean ages of first going steady were nearly identical for males

Table 5

Mean Age at Which Subjects First Went Steady by Sex, Grade in School, Fathers' Occupational Class and Educational Aspiration

Sex and Grade	Fathers' Occupational Class[a] I N	I M	II N	II M	Educational Aspiration[b] I N	I M	II N	II M	III N	III M
Males										
8	31	11.2	9	11.2	0	0.0	3	13.0	34	11.1
10	17	13.9	17	13.2	4	14.2	12	14.0	17	13.0
12	22	15.3	17	13.6	3	15.3	5	13.8	30	14.3
Females										
8	26	11.2	5	10.3	1	12.0	2	11.0	28	10.3
10	25	14.0	26	13.2	9	14.2	16	14.0	24	13.3
12	18	14.7	14	13.8	3	15.3	10	14.5	13	13.9

[a]Fathers' occupations were grouped into two classes as follows: Class I included the following classifications: craftsmen, foremen and kindred workers; operatives and kindred workers; private household workers; and service workers except private household. Class II included the following classifications: professional, technical and kindred workers; managers officials and proprietors, excluding farm; clerical and kindred workers; and sales workers.

[b]Three groups were made for Educational Aspiration. Group I included those who desired a high school education or less. Group II included those who wished to have some sort of training, other than college, beyond high school. Group III included those who aspired to a college education.

and females at each grade level.

Variation by Sex, Grade in School and Educational Aspiration

When subjects were classified according to educational aspirations the mean ages for beginning to go steady formed a pattern similar to the pattern exhibited in the classification according to fathers' occupation. With only one exception, namely twelfth-grade males, mean age of beginning to go steady decreased as educational aspiration increased. The greatest difference in mean ages within a grade level of school was between aspiration groups II and III of eighth-grade males. The difference was 1.9 years. At each grade level both sexes had nearly identical mean ages at which they began to go steady.

Discussion

Results in Table 5 indicated that when subjects were classified by father's occupation and educational aspiration, the mean ages for beginning to go steady increased as grade level in school increased. The majority of the eighth graders were not dating at all, and the only category presently considered was "officially going steady"; thus the mean ages at which the eighth graders first went steady reflected what might be considered precocious daters. Increases of means with each higher grade in school reflected inclusion of those youth who began going steady at an older age than those who were going steady while they were in the eighth grade. This is part makes it understandable that the twelfth grade had a higher mean age

at which they began to go steady than did those persons in the tenth and eighth grades. Likewise, subjects in the tenth grade had a higher mean age for first going steady than did those in the eighth grade.

Mean Age Differences of Steadies' and Own Age

Variation by Sex, Grade in School and Fathers' Occupational Class

Of the two classifications according to fathers' occupations, Class I of both sexes had a greater mean age difference at all three grade levels than did those in Class II. Table 6 shows that in all cases, the age differences were small. They ranged from .14 of one year to 1.8 years, or one month and a half to one year and nine months. In both classes, and at each grade in school, females had slightly higher mean age differences than did males. For males, as grade level increased, the mean age differences between steadies increased slightly. This was not true for the females; in the tenth grade, both classes of females had higher mean age differences than did subjects in any other grade level.

Variation by Sex, Grade in School and Educational Aspiration

When grouped according to educational aspiration, no pattern was evident between sexes, grades, or groups regarding mean age differences of steadies; however, there was a tendency for mean age differences to increase with increasing grade in school. Generally, the mean age differences for females were slightly larger than the mean age differences

Table 6

Mean Age Differences in Years Between Steadies by Sex, Grade in School, Fathers' Occupational Class and Educational Aspiration

Sex and Grade	Fathers' Occupational Class[a] I N	I M	II N	II M	Educational Aspiration[b] I N	I M	II N	II M	III N	III M
Males										
8	31	.21	9	.14	0	0.0	3	0.50	34	1.25
10	17	.65	17	.40	4	1.00	12	0.77	17	0.24
12	22	.91	7	.61	3	0.43	5	0.43	30	0.72
Females										
8	26	.48	5	.35	1	0.50	2	0.15	28	0.31
10	25	1.83	26	1.12	9	1.66	16	2.11	24	1.02
12	18	1.76	14	.91	3	1.66	10	1.12	13	1.43

[a] Fathers' occupations were grouped into two classes as follows: Class I included the following classifications: craftsmen, foremen and kindred workers; operatives and kindred workers; private household workers; and service workers except private household. Class II included the following classifications: professional, technical and kindred workers; managers, officials and proprietors, excluding farm; clerical and kindred workers; and sales workers.

[b] Three groups were made for Educational Aspiration. Group I included those who desired a high school education or less. Group II included those who wished to have some sort of training, other than college, beyond high school. Group III included those who aspired to a college education.

for males.

Discussion

There were only a few instances in which boys indicated that they had gone steady with girls older than themselves and similarly, only a few girls indicated going steady with younger boys. Typically, as would be expected, boys went steady with girls who were, on the average, one to two years younger than they.

Mean Duration of Each Going Steady Relationship

Variations by Sex, Grade in School and Fathers' Occupational Class

As Table 7 shows, the mean duration of a going steady relationship was slightly shorter for males at each grade level in Class I than in Class II. For females, the reverse was true and to a much greater degree; on the average, going-steady relationships lasted from one and one-half to two times as long for females in Class I as for females in Class II.

There were more differences between sexes in Class I than in Class II. At each grade level, proportionately more females in Class I went steady for longer periods of time than did males of the same class.

Variations by Sex, Grade in School and Educational Aspiration

Excepting those in the eighth-grade, as educational aspirations increased, the average time that males had gone steady decreased. Twelfth-grade girls revealed a similar pattern, but eighth- and tenth-grade girls did

Table 7

Mean Duration in Weeks of Each Going-Steady Relationship by Sex, Grade in School, Fathers' Occupational Class and Educational Aspiration

Sex and Grade	Fathers' Occupational Class[a] I N	I M	II N	II M	Educational Aspiration[b] I N	I M	II N	II M	III N	III M
Males										
8	31	20.6	9	23.8	0	0.0	3	26.2	34	23.2
10	17	17.13	17	21.8	4	28.3	12	25.1	17	15.5
12	22	32.2	17	35.4	3	49.7	5	33.1	30	29.6
Females										
8	26	35.8	5	19.8	1	28.0	2	20.5	28	22.2
10	25	33.4	26	18.3	9	21.7	16	21.6	24	27.7
12	18	73.3	14	47.6	3	47.0	10	55.5	13	61.0

[a]Fathers' occupations were grouped into two classes as follows: Class I included the following classifications: craftsmen, foremen and kindred workers; operatives and kindred workers; private household workers; and service workers except private household. Class II included the following classifications: professional, technical and kindred workers; managers, officials and proprietors, excluding farm; clerical and kindred workers; and sales workers.

[b]Three groups were made for Educational Aspiration. Group I included those who desired a high school education or less. Group II included those who wished to have some sort of training, other than college, beyond high school. Group III included those who aspired to a college education.

not.

Within sub-categories there were about the same number of instances where males had gone steady longer as there were where females had gone steady longer.

Discussion

If one were to assume that boys of Class II went steady with girls of Class I, as Hollingshead's data (1949) showed for class differences in dating, this would help account for the direction of the mean differences, but would not account for the amount of mean differences. The generalization would tend to hold that on the average, irrespective of class and educational aspiration, girls tended to go steady for longer periods of time than did boys. This might be partially explained by the fact that girls frequently date older boys, some of whom would not have been included in this study.

The males and females in the twelfth grade in both classes and for all three educational aspiration groups had gone steady for longer periods of time than males and females of the lower grades studied. This supports Schnepp's findings (1960) that as age increased the duration of steady dating relationships increased.

Mean Number of Times Persons Had Gone Steady

Variation by Sex, Grade in School and Fathers' Occupational Class

Table 8 shows little variation in the mean number of times subjects had gone steady. The two largest means, 3.0 and 3.8, were for eighth-grade males in Class I and eighth-grade females in Class II respectively. None of the means were smaller than 2.0, and most frequently the means were around 2.5.

Variation by Sex, Grade in School and Educational Aspiration

Findings relative to educational aspiration were similar to findings relative to fathers' occupational classes; however, findings were not as clear-cut when subjects were classified according to educational aspiration.

Discussion

Of those who had gone steady, it was surprising that in several instances, eighth-graders had a higher mean figure for the number of times they had gone steady than did subjects of any other grade. This suggests that the precocious daters not only had gone steady at an earlier age, but that they sometimes had dated a larger number of persons than had tenth- and twelfth-graders who had more years in which to have gone steady. It would appear that beginning to go steady at an early age does not preclude getting to know a variety of persons as has sometimes been argued as an objection against going steady.

While going steady *per se* may reduce the number of persons one

Table 8

Mean Number of Times Persons Went Steady by Sex, Grade in School, Fathers' Occupational Class and Educational Aspiration

Sex and Grade	Fathers' Occupational Class[a] I N	I M	II N	II M	Educational Aspiration[b] I N	I M	II N	II M	III N	III M
Males										
8	31	.21	9	.14	0	0.0	3	0.50	34	1.25
10	17	.65	14	.40	4	1.00	12	0.77	17	0.24
12	22	.91	17	.61	3	0.43	5	1.22	30	0.72
Females										
8	26	0.48	5	.35	1	0.50	2	0.15	28	0.31
10	25	1.83	26	1.12	9	1.66	16	2.11	24	1.07
12	18	1.76	14	.91		1.66	10	1.12	13	1.43

[a]Fathers' occupations were grouped into two classes as follows: Class I included the following classifications: craftsmen, foremen and kindred workers; operatives and kindred workers; private household workers; and service workers except private household. Class II included the following classifications: professional, technical and kindred workers; managers, officials, and proprietors, excluding farm; clerical and kindred workers; and sales workers.

[b]Three groups were made for Educational Aspiration. Group I included those who desired a high school education or less. Group II included those who wished to have some sort of training, other than college, beyond high school. Group III included those who aspired to a college education.

actually dates, the time at which one begins to go steady doesn't appear to reduce the number of persons one actually dates.

Summary

The modal dating classification for eighth-grade males and females was "not dating at all," while both sexes in the tenth and twelfth grades were typically playing the field. When classified by father's occupations, results varied only slightly from those above. Modal dating classification showed that as grade level increased, more persons of Class I were dating steadily, steady and were engaged while those in Class II were playing the field. Data were analyzed by educational aspiration, but small frequencies and lack of a definite patterning made generalization difficult.

When analyzed by grade and sex, percentage of subjects going steady ranged from 6 to 26. Usually a larger percentage of boys than girls were going steady. Analysis of data by class showed the largest percentages of boys going steady or steadily to be those in the eighth and tenth grades of classes I and II, respectively; while both classes of tenth-grade girls had larger percentages going steady or steadily than did girls in the other grades in school.

Mean ages for first going steady ranged from 10.3 years to 15.3 years for eighth- and twelfth-graders, respectively. Comparisons by grade in school and by sex revealed that mean ages for girls were lower than for boys. Generally, both sexes of Class II began going steady earlier than in Class I with regard to educational aspiration, those with higher aspirations had begun

to go steady at an earlier age than subjects with lower aspirations.

At all three grade levels and for both sexes, the mean age difference between steady's age and own age was greater for Class I than for Class II. No mean age difference was greater than one year and nine months. When subjects were classified according to educational aspiration, the mean age differences were usually larger for females than for males.

When class comparisons at each grade in school were made for mean duration of each going-steady relationship, Class I females and Class II males had the longer mean durations. In most cases, as educational aspiration increased, mean durations for going-steady relationships decreased.

When classified according to sex, grade in school, fathers' occupational class, and educational aspiration, subjects had about the same means for the number of times they had gone steady.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Research Problem

Although there is much popular literature regarding the practice of going steady, there has been comparatively little research in this area. Of the research that has been done, subjects were usually college students or high school seniors who were asked to recall what had been their experience in past years regarding going steady. In order to reduce retrospective bias, the present study used subjects from the eighth, tenth and twelfth grades in school and an investigation was made of going steady as this behavior varied with sex, age, fathers' occupation and educational aspiration of the subjects.

Related Literature

Going steady as a pattern of dating. In a nationwide survey, Schnepp (1960) found that, on the average, the number of teenagers going steady typically varied inversely with the number of months these teenagers had gone steady. Cameron and Kenkel (1960) found that duration of going-steady relationships ranged from one week to over two years. A study of undergraduates at the University of Minnesota (Herman, 1955) indicated that around 80 per cent had

gone steady at least once. Generally, teenagers felt that the practice of going steady should not be reserved for those seeking a marriage partner (Landis, 1960). Similar to the view of the teenagers studied by Landis, Riemer (1961) expressed the opinion that going steady is a form of random dating, and parental opposition to going steady from parents could hinder children's dating at all.

Age as a variable in going steady. College students recalled that going steady had been the most popular pattern of dating during their junior and senior years of high school, while during freshman and sophomore years they had not dated at all (Herman, 1955). Similarly, Schnepp (1960) found direct variations between age and the number who were going steady and between age and duration of going-steady relationships.

Having investigated the dating practices of high school students in three cities, Lowrie (1961) concluded that the ages of first dates and the ages of first going-steady relationships varied inversely.

Sex as a variable in going steady. In a study by Cameron and Kenkel (1960) a larger percentage of girls than boys had gone steady; however, a lower percentage of girls than boys were going steady at the time of the study. Schnepp (1960) found that a much larger percentage of girls than boys had gone steady 17 months or longer.

Class and educational aspirations as variables in going steady. Class distinctions were made in several studies regarding going steady. For lower class subjects who had no college plans, going steady was marriage-oriented; while, for higher class subjects who planned to go to college, going steady was

a dalliance relationship (Herman, 1955). In studies of married and unmarried high school girls, the married girls were found to have gone steady at an earlier age and with greater frequencies than unmarried girls (Burchinal, 1959).

Objectives of the Present Study

In the present study the following objectives were established:

1. To describe the present dating classification for eighth-, tenth-, and twelfth-grade students.
2. To analyze data on selected aspects of going steady behavior by sex, grade in school, fathers' occupation and educational aspirations of subjects. Four specific aspects of going steady were considered:
   a. mean age at which persons of each sex first went steady
   b. mean age difference of persons who went steady
   c. mean length of time each going-steady relationship lasted
   d. mean number of times persons had gone steady

Procedures: Data Collection

Questionnaire. A questionnaire was constructed and pre-tested with eighth-, tenth-, and twelfth-grade students enrolled in a school other than the schools which were used in the final data collection and minor changes were made. After revision the questionnaire was used to obtain the following background information from subjects: sex, age, with whom they were living, father's occupation, and their own educational aspiration. Data were gathered for subjects' present dating classification and their going-steady histories, i.e., ages for first going-steady, subjects' own ages, steadies' ages, and durations of each going-steady relationship.

Selection of subjects and administration of questionnaire. Question-

naires were administered by principals and guidance counselors in a junior high school and a senior high school which had been designated by the Superintendent of City Schools as containing subjects of diverse economic classes. It was impossible to draw a sample; therefore, data were gathered during various study halls and class periods which were intended to provide a cross-section of the student body of the three grades in the participating schools.

Description of subjects. There were 120 subjects from the eighth grade, 164 from the tenth grade, and 88 from the twelfth grade, totalling 372. Ages ranged from 13 to 20 years and most of the subjects lived with both parents. When classified according to fathers' occupations, the majority of eighth- and twelfth-graders were in Class II while the majority of tenth graders were in Class I, the lower of the two classes.

Procedures: Data Analysis

Coding of fathers' occupations. Fathers' occupations were coded according to occupational categories used by the Bureau of the Census. The occupations were grouped into two classes: Class I included craftsmen, foremen and kindred workers; operatives and kindred workers; private household workers; and service workers, except private household. Class II included professional, technical, and kindred workers; managers, officials, and proprietors, excluding farm; clerical and kindred workers; and sales workers.

Educational aspirations. Three groupings were made according to educational aspirations indicated by subjects. Group I included those who de-

sired no more than a high school education; Group II included those who desired to have some sort of training beyond high school, other than college; and Group III included those who aspired to a college education.

Analysis by age, sex, fathers' occupation and educational aspiration. Percentage distributions were computed for present dating classification of subjects and findings were analyzed according to sex, grade in school, fathers' occupational classes, and educational aspirations.

Means were computed for age at which subjects first went steady; age differences of subjects and their steadies; duration of each going-steady relationship; and number of times subjects had gone steady. In each case, analyses were made by age, sex, fathers' occupational class, and by educational aspirations of the subjects.

Findings

Modal dating classification. The modal response for eighth- grade males and females was "not dating at all" while for tenth- and twelfth-grade males and females the modal response category was playing the field.

When classified by fathers' occupations, the modal response categories were the same as the modal response categories mentioned above except for Class I males in the tenth grade who were not dating at all. Class I males in the twelfth grade were typically going steady; and the twelfth-grade females in Class I who were mostly playing the field or engaged. No generalization was made concerning variations in modal dating classification or in variations in

going steady according to educational aspiration due to small frequencies in cells and lack of obvious patterning of responses.

Variations in going steady by grade in school, sex, and fathers' occupation. At each grade level the percentages of males who were going steady varied from 8 to 26 while the percentages of females who were going steady ranged from 6 to 21. The largest percentage of males going steady was in the twelfth grade while for females the largest percentage was in the tenth grade. When percentages in the categories "dating only one person steadily" and "going steady officially" were combined, no more than 40% of either sex at any grade level were included. More frequently, the percentages ranged from 25-30. Excepting those subjects who were in the twelfth grade, when class comparisons were made, there were larger percentages of males who were going steady or steadily in Class II than in Class I. At each grade level there were larger percentages of females who were going steady in Class I than in Class II.

Variation in mean ages at which subjects first went steady by grade, sex, occupational class of father, and educational aspiration. Mean ages at which boys and girls in each grade in school first went steady were nearly identical.

As grade in school increased there was an increase in mean ages at which persons first went steady. The lowest mean age for beginning to go steady was 10.3 years for eighth graders and the highest mean was 15.3 years for eighth- and twelfth graders respectively. In the eighth grade there were 11 males and 13 females who had first gone steady at age 10 or younger. One

female reported going steady at age six and one at age seven while two males reported having gone steady at age eight. Except for eighth-grade males, whose mean ages were the same in both classes, subjects in Class II had begun to go steady at earlier ages than subjects in Class I.

With the exception of twelfth-grade males, the mean ages at which subjects began going steady decreased as educational aspiration increased.

Variation in mean age differences of steadies' and own ages by sex, grade in school, fathers' occupational class and educational aspiration. Excepting tenth-grade females, there was an increase in mean age differences between steadies' age and own age as grade level increased. Of the two classifications according to fathers' occupations, both sexes in Class I had a greater mean age difference at all three grade levels than did those youth in Class II. However, it should be noted that mean age differences were small; they ranged from .14 of one year to 1.8 years. Both classes of females had slightly higher mean age differences at each grade level than did males. No generalizations were made regarding variation according to educational aspirations because of lack of patterning.

Variation in mean duration of each going steady relationship by sex, grade in school, fathers' occupations, and educational aspirations. As might be expected, males and females in the twelfth grade had gone steady for longer durations than had persons in lower grades. When subjects were compared according to occupation of their fathers, males in Class I had lower mean durations than males in Class II. The reverse was true for females; durations

were typically longer than in the case of males. No pattern was evident for subjects of Class II.

Excepting the eighth-grade, as educational aspirations increased, males had gone steady for shorter mean lengths of time than had females. This pattern also was found among twelfth-grade girls. Wide variations within subcategories, resulted in no generalizations being made about sex differences and educational aspirations.

Variation in mean number of times persons had gone steady by sex, grade in school, fathers' occupations and educational aspirations. Slight variations in the mean number of times persons had gone steady were noted according to sex, grade in school, fathers' occupations and educational aspiration.

Conclusions

Mean age at which subjects first went steady. A small proportion of all eighth graders had gone steady. However, eighth graders who had gone steady reported that they had first gone steady at about age 10 or 11 years. Both sexes in the eighth grade had first gone steady at earlier ages than subjects in the tenth grade; likewise, subjects in the tenth grade had first gone steady at earlier ages than those in the twelfth grade. Assuming the twelfth graders recalled accurately, it appears eighth graders are going steady earlier than were eighth graders of four or five years ago.

Subjects in Class II reported going steady at an earlier age than did those in Class I. As educational aspiration increased the age of first going

steady decreased. Apparently the age when persons first went steady was inversely related to fathers' occupation and subjects' educational aspirations.

Age differences. As grade in school increased, there was a greater age difference between subjects and their steadies. Youth in Class I and their steadies differed more in age than youth in Class II and their steadies. Girls and their steadies had slightly larger age differences than boys and their steadies.

There was no discernable pattern of variation by age and educational aspirations.

Mean duration of going steady relationships. In accord with Schnepp's finding (1960), older subjects had longer mean durations for going-steady relationships than had younger subjects, and females had typically gone steady for longer durations than had males. Males in Class I and females in Class II had longer mean durations for going steady than had males and females of Classes II and I, respectively.

Males typically went steady for shorter durations as educational aspirations increased. The same finding was true for twelfth-grade females, but not for those in the eighth and tenth grades. Thus it would appear that that there were sex, age and class differences in the length of time persons had gone steady.

Mean number of times persons had gone steady. There was little difference in the mean number of times subjects had gone steady. This indicated that on the average the younger subjects had gone steady as many times as had older subjects. Apparently going steady may often be effectively the same as

playing the field. The concern which has been shown about pressures toward going steady might, therefore, more properly be directed toward concerns about the pressures toward early dating of any type.

Recommendations

In view of the variations from one grade level to another of going steady histories, it would be helpful to make a longitudinal study of dating patterns among high school students. Regarding the early ages of which some subjects reported having first gone steady, the recommended longitudinal study would help to define the patterns followed by precocious daters. In the present study, those who had gone steady at a later age, went steady longer than those who had gone steady at an earlier age. Lowrie (1961) found that the younger respondents were when they began to date, the longer the delay in their beginning to go steady. Burchinal (1959-a) found that those who married at an early age have begun to go steady at an early age. A longitudinal study of dating in high schools might help to support or refute these findings.

The present study found durations of going-steady relationships, and the number of going steady relationships per person. It would be helpful to know the length of time that elapsed between each going-steady relationship in order to know more about the over-all process of dating and mate-selection. For example, how do persons behave following the termination of going-steady relationships which were short-lived?

Although durations were given for each going-steady relationship, no

indication was made of which months in the year were spent going steady. Since subjects were typically going steady for about nine months, it might be assumed that high school students go steady during the school year and perhaps change steadies when school is out. However, research is needed to ascertain the timing of beginning and termination of going steady.

A final recommendation is that it would be helpful to know how teenagers define going steady. Questions have arisen in relation to the distinction between dating steadily and steady. Similarly going steady as it is sometimes practiced differs little from random dating.

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APPENDIX A

Dear Student:

Newspapers and magazines have had much to say about going steady, but we really don't have much scientific information on this topic.

To make a careful study of this topic, we must turn to persons like you for help. We hope you will fill out the brief questionnaire which is attached.

This is not a test; there are no right or wrong answers. We are interested in what you yourself think.

We will treat your replies confidentially. The information you give us will be available to our research staff only.

Please reply as thoughtfully as you can and please fill out each item since incomplete questionnaires aren't as useful.

Your sex: _____ Male _____ Female

Your age (to nearest birthday) _____ (years)

I live with: _____ (1) Both of my parents.
(2) My mother and stepfather.
(3) My father and stepmother.
(4) Other (Please describe).

Please describe your father's occupation _____

_____ (1) Not dating at all.
_____ (2) "Playing the field;" that is, dating, but my dates are not limited to any one person.
_____ (3) Dating only one person steadily, but not officially going steady.
_____ (4) Officially going steady; that is both of us agreed to date no one else and our friends know that we are going steady.
_____ (5) Engaged and planning to marry.
_____ (6) Married.
_____ (7) Other. (Please describe) _____

In each of the blanks which follow, please write (1) your own age; (2) your steady's age; and (3) how many months you went steady with each person. Please recall as accurately as possible.

	MY OWN AGE AT THE TIME	MY STEADY'S AGE AT THE TIME	NUMBER OF MONTHS WE WENT STEADY
(1) the first time I went steady	_____	_____	_____
(2) the second time I went steady	_____	_____	_____
(3) the third time I went steady	_____	_____	_____
(4) the fourth time I went steady	_____	_____	_____
(5) the fifth time I went steady	_____	_____	_____

If more than five, please list on the back of this page.

How far would you like to go in school?

_____ (1) Quit school as soon as possible and get a job.
_____ (2) Complete high school, but go no further.
_____ (3) Complete some job training program beyond high school, but not go to college
_____ (4) Complete four years of college.
_____ (5) Do graduate work in college.
_____ (6) Go into military service and attend school there.